

## HIS 223 P: MEDICINE AND SOCIETY IN THE WEST: FROM THE ANCIENT WORLD TO AIDS

Instructor: M. Lindemann

TR 11:00 a.m. - 12:15 p.m. (LC 194)

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Medical history is no longer principally a tale of great doctors and inevitable progress. Rather, today's history of medicine seeks to situate stories of health and illness within deeper historical contexts. Thus, this course will devote as much attention as possible to the patient's side of the story (what is often referred to as doing medical history from below); to community and family care as well as to hospitals; to all forms of medical training (academic and apprentice, formal and informal); to epidemics and their meanings; to folk and popular healing; to the role of race and gender in medicine; and to the profound ethical questions that have always been part of medicine and which do not only reflect current concerns with experiments in stem-cell research, cloning, or genetic mapping. We will begin with prehistory and end in the early twenty-first century. Classes will consist of a mixture of lectures and discussions.

Required Books: The following books are required and are available for purchase at the UM Bookstore, although you may, of course, purchase them online or elsewhere if you wish. I have provided the ISBN so you are sure to get the correct edition.

Helen King, *Greek and Roman Medicine* (London: Bristol Classical Press, 2001) ISBN: 1-85399-545-2

Judith Walzer Leavitt and Roland L. Numbers, eds., *Sickness & Health in American: Readings in the History of Medicine and Public Health* (3<sup>rd</sup> ed.; Madison: The University of Wisconsin Press, 1997) ISBN: 0-299-15324-x

Mary Lindemann, *Medicine and Society in Early Modern Europe* (Cambridge, Eng.: Cambridge University Press, 1999) ISBN 0-521-42453-6

Roy Porter, *Madness: A Brief History* (Oxford and New York: Oxford University Press, 2002) ISBN: 0-19-280267-4

Randy Shilts, *And the Band Played On: Politics, People and the Aids Epidemic* (New York: Stonewall Inn Editions, 2000) ISBN: 0-312-24135-6

## Class requirements

Reading assignments should be completed before the class for which they are assigned. Although this is fairly large class, I will try to facilitate as much discussion as possible and students who take part in such discussions can expect that their grade will positively reflect that participation. Moreover, my lectures will *not* merely repeat materials in the readings, but rather build on them. Therefore, if you have not completed the assignments before class, you may find yourself lost.

There will be *two midterm examinations and a final examination* in this class. All exams will be essays. Ten days to two weeks before exams, student will receive a set of topics, themes, and/or practice questions to help them prepare. Make-up exams will be given only for legitimate reasons. Acceptable excuses for missing an examination are your own illness (which must be adequately documented with a note from either your own physician or Student Health) or an illness or death in your immediate family. Please inform me or Ms. Shakir by email as soon as possible if such circumstances occur.

### **Approximate Grading Percentages:**

Midterm 1	30%
Midterm 2	30%
Final	40%

**University of Miami=s Honor Code - governing academic integrity.**

**Please read carefully the Undergraduate Honor Code at:**

**[http://www6.miami.edu/dean-students/pdf/undergrad\\_honorcode.pdf](http://www6.miami.edu/dean-students/pdf/undergrad_honorcode.pdf)**

**Please pay special attention to the following definitions.**

### **B. Violations**

1. Cheating - This term implies an intent to deceive. It includes all actions, devices and deceptions used in the attempt to cheat. Examples include, but are not limited to, copying answers from another student's exam and using a cheat sheet or crib notes in an exam.
2. Plagiarism - Plagiarism is representing the words or ideas of someone else as your own. Examples include, but are not limited to failing to properly cite direct quotes and failing to give credit for someone else's ideas.
3. Collusion - This is the act of working together on an academic undertaking for which a student is individually responsible. Examples include, but are not limited to, sharing

information in labs which are to be done individually.

**PLEASE NOTE THAT ALL ASSIGNMENTS IN THIS CLASS ARE INDIVIDUAL ASSIGNMENTS AND SHOULD NOT BE DONE IN COLLABORATION WITH OTHER STUDENTS.**

**ANY STUDENT INFRINGING THESE OR ANY OTHER PROVISIONS OF THE UNDERGRADUATE HONOR CODE WILL BE REPORTED TO THE HONOR COUNCIL WITHOUT FAIL.**

## Class Plan and Assignments

T, 16 January	Introduction: What is the History of Medicine?
R, 18 January	NO CLASS
T, 23 January	In the beginning, . . . . <u>Focus:</u> Civilization and its Discontents, The Origins of Disease <u>Reading:</u> Lindemann, 1-7, 38-39
R, 25 January	Greek and Roman Medicine <u>Focus:</u> The Hippocratic Corpus <u>Reading:</u> King, 1-25 Additional Information: <a href="http://www.nlm.nih.gov/hmd/greek/greek_about.html">http://www.nlm.nih.gov/hmd/greek/greek_about.html</a>
T, 30 January	Greek and Roman Medicine <u>Focus:</u> Galen of Pergamum <u>Reading:</u> King, 26-52
R, 1 February	Medieval Medicine: An Overview <u>Focus:</u> Christianity and Healing <u>Reading:</u> King, 53-65
T, 6 February	NO CLASS
R, 8 February	Medieval Medicine <u>Focus:</u> The Arab and Islamic Legacy
T, 13 February	ARenaissance Medicine@ <u>Focus:</u> A New Anatomy? <u>Additional Information:</u> Vesalius and Anatomy, see his <i>De humani Corporis Fabrica</i> (1543) at <a href="http://archive.nlm.nih.gov/proj/ttp/vesaliusgallery.htm">http://archive.nlm.nih.gov/proj/ttp/vesaliusgallery.htm</a>
R, 15 February	Epidemics <u>Focus:</u> Plague <u>Reading:</u> Lindemann, 37-65
T, 20 February	Learned Medicine and Medical Education <u>Focus:</u> Surgery

Reading: Lindemann, 66-119

Additional Information: ATurning the Pages@ Ambroise Paré at <http://archive.nlm.nih.gov/proj/ttp/flash/pare/pare.html>

R, 22 February

### **Midterm 1**

T, 27 February

Hospitals and Asylums

Focus: The Charitable Impulse

Reading: Lindemann, 120-154

R, 1 March

Health and Society

Focus: The Health of the People

Reading: Lindemann, 155-233

T, 6 March

Madness

Focus: Were Witches Mad?

Reading: Porter, 1-122

R, 8 March

Madness

Focus: Is Madness Real?

Reading: Porter, 123-218

*10-18 MARCH, SPRING BREAK*

T, 20 March

Race and Medicine in the American Context

Focus: Sickle Cell Anemia

Reading: Leavitt and Numbers, 349-391

R, 22 March

### **Midterm 2**

T, 27 March

The Medical Profession in America

Focus: Cotton Mather, the *Angel of Bethesda*, and Inoculation

Reading: Leavitt and Numbers, 45-84

R, 29 March

The Medical Profession and Women Practitioners

Focus: Does Medicine (Science) Have No Sex?

Reading: Leavitt and Numbers, 211-266

T, 3 April

Public Health in the Urban Environment

Focus: Cholera in Nineteenth-Century Paris

Reading: Leavitt and Numbers, 435-482.

